

**The Report of the  
Accreditation Visiting Team**

**Green River High School  
455 West 400 North  
P.O. Box 450  
Green River, Utah 84525**

**April 1, 2004**



**Utah State Office of Education  
250 East 500 South  
P.O. Box 144200  
Salt Lake City, Utah 84114-4200**

**THE REPORT OF THE  
VISITING TEAM REVIEWING**

**Green River High School  
455 West 400 North  
P.O. Box 450  
Green River, Utah 84525**

**April 1, 2004**

**UTAH STATE OFFICE OF EDUCATION**

**Patrick Ogden  
Interim State Superintendent of Public Instruction**

**DIVISION OF  
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS**

**Patti Harrington, Associate Superintendent**

**Brett Moulding, Director  
Curriculum and Instruction**

**Georgia Loutensock, Accreditation Specialist  
Curriculum and Instruction**

**Salt Lake City, Utah**

## TABLE OF CONTENTS

Foreword .....	ii
Utah State Board of Education .....	iii
Emery County School District Board of Education and District Administration.....	1
Green River High School Administration and Staff.....	2
School Mission Statement and Belief Statements .....	3
Members of the Visiting Team .....	4
Visiting Team Report.....	5
Chapter 1: School Profile.....	5
Suggested Areas for Further Inquiry.....	6
Chapter 2: The Self-Study Process .....	6
Chapter 3: Instructional and Organizational Effectiveness .....	6
Shared Vision, Beliefs, Mission, and Goals .....	8
Curriculum Development.....	8
Quality Instructional Design.....	9
Quality Assessment Systems .....	10
Leadership for School Improvement .....	11
Community Building .....	12
Culture of Continuous Improvement and Learning.....	13
Chapter 4: Northwest Association of Accredited Schools (NAAS) Standards I-XI .....	13
Chapter 5: School Improvement Efforts – Action Plan .....	15
Chapter 6: Major Commendations and Recommendations of the Visiting Team .....	15

## **FOREWORD**

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 1, 2004, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of Green River High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Nolan Johnson is commended.

The staff and administration are congratulated for the generally fine program being provided for Green River High School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of Green River High School.

Patrick Ogden  
Interim State Superintendent  
of Public Instruction

**UTAH STATE BOARD OF EDUCATION**  
**250 East 500 South**  
**P.O. Box 144200**  
**Salt Lake City, Utah 84114-4200**

**District 1**

Teresa L. Theurer  
66 Canterbury Circle  
Logan, UT 84321  
Phone: (435) 753-0740

**District 6**

Tim Beagley  
3084 South 3550 West  
West Valley City, UT 84119  
Phone: (801) 969-6454

**District 11**

David L. Moss  
1964 Hawk Circle  
Sandy, UT 84092  
Phone: (801) 572-6144

**District 2**

Greg W. Haws  
5841 West 4600 South  
Hooper, UT 84315  
Phone: (801) 985-7980

**District 7**

John C. Pingree  
1389 Harvard Avenue  
Salt Lake City, UT 84105  
Phone: (801) 582-5635

**District 12**

Mike Anderson  
455 East 200 North  
Lindon, UT 84042  
Phone: (801) 785-1212

**District 3**

Edward Dalton  
1323 Bryan Road  
Erda, UT 84074  
Phone: (435) 882-4498

**District 8**

Janet A. Cannon  
5256 Holladay Blvd.  
Salt Lake City, UT 84117  
Phone: (801) 272-3516

**District 13**

Linnea S. Barney  
1965 South Main Street  
Orem, UT 84058  
Phone: (801) 225-4149

**District 4**

Joyce W. Richards  
930 East 5000 South  
Ogden, UT 84403  
Phone: (801) 479-5370

**District 9**

Denis R. Morrill  
6024 South 2200 West  
Taylorsville, UT 84118  
Phone: (801) 969-2334

**District 14**

Dixie Allen  
1065 South 500 West  
Vernal, UT 84078  
Phone: (435) 789-0534

**District 5**

Kim R. Burningham  
932 Canyon Crest Drive  
Bountiful, UT 84010  
Phone: (801) 292-9261

**District 10**

Laurel Brown  
5311 South Lucky Clover Ln  
Murray, UT 84123  
Phone: (801) 261-4221

**District 15**

Debra G. Roberts  
Box 1780  
Beaver, UT 84713  
Phone: (435) 438-5843

**Jed H. Pitcher\***

Regence Blue Cross Blue Shield of Utah  
P.O. Box 30270  
Salt Lake City, UT 84108  
Phone: (801) 583-2375

**Sara V. Sinclair\***

1340 North 1500 East  
Logan, UT 84341-2851  
Phone: (435) 754-0216

**Patrick Ogden**

Executive Officer

**Twila B. Affleck**

Secretary

*\*Board of Regents Appointments*

*10/30/03*

## **EMERY COUNTY SCHOOL DISTRICT**

### **BOARD OF EDUCATION**

Laurel Johansen .....	President
Rue Ward .....	Vice President
Royd Hatt .....	Member
Marie Johnson .....	Member
Sam Singleton .....	Member

### **DISTRICT ADMINISTRATION**

Kirk L. Sitterud .....	Superintendent
Edward Clark .....	Director, Applied Technology Education
Jon Crawford .....	Director, Student Services
J.J. Grant .....	Supervisor, Secondary Education
Ross Huntington .....	Business Manager
Mike Huntsman .....	Director, Building & Grounds
Ralph Ison .....	Supervisor, Transportation/Maintenance
Jed Jensen .....	Supervisor, Elementary Education
Jeneane Warren .....	Supervisor, School Lunch

**GREEN RIVER HIGH SCHOOL**  
**ADMINISTRATION AND STAFF**

**Administration**

Nolan Johnson..... Principal  
Stanford Parsons ..... Assistant Principal

**Counseling**

Karen Bishop ..... Counselor  
Kathy Brady ..... Counseling Educational Assistant

**Support Staff**

Kayce Fluckey ..... Secretary  
Jackie Nelson ..... Special Education Assistant  
Arden Sherrill..... Custodian

**Faculty**

Shellie Anderson..... Special Ed, Spanish, Library Media  
Pat Brady..... 7<sup>th</sup> Grade Health Applied Math I & II, Science, Biology,  
Earth Science, Physics, Chemistry  
Arthur Hughes..... History, Government, Health, Drivers Ed.  
Jessica Jenkins ..... Music, Drama, Forensics, Art, Language Arts  
Robert Nelson ..... Industrial Arts, Technology  
Stanford Parsons ..... Mathematics  
Dale Richards..... Business, Healthy Lifestyles, Geography  
Daniel Roden ..... Language Arts, Physical Education  
Desirae Roden..... Family and Consumer Science

## **GREEN RIVER HIGH SCHOOL**

### **MISSION STATEMENT**

**It is the mission of Green River High School to actively involve students in producing meaningful high quality work that will provide them with the knowledge, skills, and confidence to become self-directed, lifelong learners.**

### **BELIEF STATEMENTS**

1. Students need to not only demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and producing quality work.
2. Students need to apply their learning in meaningful contexts.
3. Students learn best when they are actively engaged in the learning process.
4. The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.
5. A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.

### **GREEN RIVER HIGH SCHOOL GOALS**

- Implement research tested and proven instructional methods in each classroom.
- Develop a rigorous curriculum which prepares students for future educational pursuits.
- Establish an environment which enhances self-esteem and provides a meaningful connection among members of the learning community.
- Through the analysis of CRT test results, improve student performance by identifying the most critical curriculum needs and developing a plan to address those needs.
- Increase alignment with the State Core Curriculum and improve student performance on the CRT tests.
- Through the implementation of the Staff Development Plan, teachers will gain the knowledge and skills needed to implement research tested and proven instructional methods.



## **MEMBERS OF THE VISITING TEAM**

John Goldhardt, Snow Canyon Middle School, Washington County School District,  
Visiting Team Chairperson

“Chip” Hayes, South Summit Middle School, South Summit School District

Steve Hren, Grand County High School, Grand County School District

# **VISITING TEAM REPORT**

## **GREEN RIVER HIGH SCHOOL**

### **CHAPTER 1: SCHOOL PROFILE**

Green River High School is located on the far eastern boundary of the Emery County School District. Green River is one of a few locations within the contiguous United States that has been given a “frontier” designation by the U.S. government. The school was established in 1921 and the current building was completed in 1981. The student population has fluctuated over the years from a high of 312 students in 1963 to the current enrollment of 104 students in grades 7-12. The drop in enrollment is due to a changing economy, especially the cessation of missile testing and the waning of the mineral industry. The service industry is now the central economic base for the community. This is due to its location and proximity to Arches National Park, Canyonlands National Park, Capitol Reef National Park, Dead Horse Point State Park, Goblin Valley State Park, and the Glen Canyon National Recreation Area (Lake Powell). With more than 600 motel rooms and four campgrounds, there are more travelers in town on a summer night than residents. Eighty-six percent of the students are Caucasian, 13 percent are Hispanic, and 1 percent are Native American. Forty-three percent of the students qualify for reduced-price or free lunch.

Even with such a small student body, however, Green River High School consistently maintains an enviable record of student achievement. Its students compete in a wide range of activities ranging from mathematics and business skills to music and drama to interscholastic sports. Graduates have gained admittance to highly competitive institutions and garnered scholarships and awards at in-state colleges and universities.

a) *What significant findings were revealed by the school's analysis of its profile?*

A large percentage of the students score in the “sufficient” or “substantially proficient” range on core criterion assessments. Students are exposed to post-high school options, and 100 percent of the graduates have been employed prior to high school graduation. Another important finding was the low number of parents who are directly involved at the school and the low number of parents who usually attend parent-teacher conferences. This school has a very low transience rate.

The profile was honest and candid in that it provides the school with authentic data about who the students are and what their needs are.

b) *What modifications to the school profile should the school consider for the future?*

The school profile will be more powerful as Green River High School continues to “dig deeper” or “mine” the data (see Suggested Areas for Further Inquiry below).

**Suggested Areas for Further Inquiry:**

- Disaggregate CRT data, attendance rates, ACT data, and grades by gender, ethnicity, and poverty level.
- Continue to ask the essential question: “Who is **not** learning, and why?”
- Continue to try and get opinion data from parents.

**CHAPTER 2: THE SELF-STUDY PROCESS**

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

Green River High School has involved all of the major stakeholders (teachers, classified staff members, students, and parents) in this process. The school should be commended for not accepting a low participation rate from parents and for using other means to get parent input about the school.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The self-study does an excellent job of accurately describing the strengths and limitations of Green River High School. In fact, the candor and honesty of the self-study are what make it so powerful. However, the Visiting Team reminds the school that this is just the beginning. The school needs to continue to analyze data so they always know who is not learning and what they are not learning.

**CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS**

Green River High School's desired results for student learning (DRSLs) are as follows:

**1. LIFELONG LEARNING**

**Students will become responsible adults and have a desire for lifelong learning.**

- Hold students accountable for actions by enforcing classroom and school rules.
- Let students suffer natural consequences regarding late work, tardies, absences, etc. (things a boss wouldn't let slide).
- Teach skills to survive many living situations and to better their lives, i.e., reading and life skills.
- Advertise classes that teach life skills and encourage students to take these classes.
- Help students find and develop talents.
- Introduce them to a variety of opportunities and skills by using a variety of resources.

**Students will be able to use research and reference materials.**

- Permit use of computer lab to find information and know how to decipher and utilize it.
- Give opportunities to present information by research.
- Teach the use of a variety of reference materials.

## **2. COMPLEX THINKING**

**Students will use critical thinking skills.**

- Use a variety of learning activities to integrate thinking.
- Present material taking into consideration auditory, visual, and tactile learning styles.
- Teach problem solving skills in a variety of situations.
- Help students become lifelong independent problem solving learners using real-world situations.
- Address open-ended situations to help students think “outside the box.”
- Give assignments that require connecting prior knowledge.
- Have students discuss and research issues from both sides to formulate an unbiased opinion.

## **3. EFFECTIVE COMMUNICATION**

**Students will express themselves correctly through writing or verbal expression.**

- Teach activities that use writing skills.
- Practice giving oral reports that encourage students to think for themselves and express opinions constructively.
- Teach and emphasize constructive communication skills.
- Emphasize the importance of reading in every class by teaching across the curriculum.
- Teach comprehensive reading skills by using a variety of strategies.

#### 4. COLLABORATION

**Students will work cooperatively with others.**

- Have students work together in classroom settings.
- Give students opportunities to work with a variety of students.
- Encourage participation in extracurricular activities that use cooperation.
- Teach teamwork through the use of school-wide activities.

**Shared Vision, Beliefs, Mission, and Goals:**

- a) *To what extent does the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

All of the stakeholders were given an opportunity to provide input and direction with the school's mission. In fact, students, parents, and teachers expressed to the Visiting Team that they felt their input was valued and utilized in the process.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

Based upon the high participation of the stakeholders, the mission focuses directly upon the needs of students and the increased achievement level of students. It was apparent to the Visiting Team that the school leadership and staff are committed to the mission.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

There is alignment among the mission, beliefs and desired results for student learning. They are each interdependent upon the other. The Visiting Team does suggest that the school limit the number of indicators for the DRSLs so that there can be more focus and measurable benchmarks.

**Curriculum Development:**

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

Due to the size of school and the many different courses taught by each faculty member, it is common practice for them to follow the Utah Core Curriculum very closely. This gives them the framework necessary for the focus of each course taught. With the small size of the staff, this also allows for collaboration to occur.

Many times, an individual teacher does this as he or she teaches courses in two or three departments. The utilization of the Core Curriculum by the staff members is a very positive aspect of their curriculum development.

In terms of recommendations, it is imperative to continue utilizing the Core Curriculum as is currently being done, and to search for ways to enrich the Core Curriculum to enhance and challenge students. Curriculum mapping for the high school, as well as the lower grades, would be useful in terms of facilitating continuity in content areas such as math.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

This is in an emerging phase, as the DRSLs have just been created this year. With the already strong utilization of the Core Curriculum, it is recommended that the desired results for student learning become the focal point for staff members as they implement Core objectives.

### **Quality Instructional Design:**

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

Even within the limitations of immense numbers of preparations per teacher, this faculty uses a variety of learning experiences for the students. There is a considerable number of “hands-on” experiences. One student commented, “Even though I have one teacher for four periods, he makes it fun, and I enjoy learning, because he involves us in the learning.” Through observations, direct instruction, pullout instruction, group work, individual work, group review, individual review, self-directed learning, and group question/answer were all seen being used in the classroom. Special education students are mainstreamed within the building, and teachers accommodate them according to each student’s IEP. An effort is made by the resource staff to be available not only in the resource areas, but also in the classrooms to ensure that resource students are receiving the help they need.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

From auditory to visual to kinesic, the strategies are used very well. There is a good use of cross-curricular materials within departments to enrich and to carry learning over from one subject to another within the school. The use of music, computers, and AV materials, as well as the judicious use of textbooks (many of which have been newly purchased with their content and the State Core in mind), is seen throughout the classrooms.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

Teachers involve the community within the classroom, as well as (within the strictures of time and travel problems) using outside sources to enrich the students' learning. Even though travel to various activities is a problem, students are involved in debate, drama, and many other events outside of the school setting. One might expect that students in a small rural setting such as Green River would be limited in their visions for their future, but in discussion with students, the Visiting Team found a wide variety of interests and hopes for the future. One student discussed a desire to be not just a diesel mechanic, but the owner of his own shop. He said that by doing this, he could earn 50 percent more money. Another student mentioned his goal of going to law school. Others mentioned they were going to medical school, and already had their schools selected. These types of goals, and the overall culture of the students in this school, suggest that far more than "just" teaching is going on. The aforementioned examples suggest that teachers are using enrichment to bolster the students' visions for their future.

#### **Quality Assessment Systems:**

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

Due to the many different courses being taught by each staff member, it is the usual practice to utilize traditional assessments (i.e., paper-and-pencil testing, quizzes, and worksheets). The students are familiar with this type of assessment and feel comfortable with these methods.

It is recommended that other forms of assessment be developed in each content area. Some examples of these are portfolios, rubric assessments, research papers, and other forms of writing.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

Due to time constraints on the development of other forms of assessment, the traditional assessments have been functioning well for this school. Many times, these assessments have been tied directly to the Core Curriculum. This is evident in the Personal Finance course at the school.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

The assessments that are utilized by the school are given to all students in a course. This is more difficult at this school due to the fact that a science course, such as Physics, may have students in grades 9-12 in the same class. The developmental levels of these students can vary markedly, and the assessments may not be entirely appropriate for all developmental levels. It would be very difficult to create a course and assessments that would fairly and equitably address this issue. However, this would be a worthy goal.

### **Leadership for School Improvement:**

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

Over and over again, the teachers on this staff told the Visiting Team that the school leadership does an excellent job of focusing on teaching and learning. The principal serves at both the high school and the elementary school. However, even while juggling the issues and schedules of two schools, the principal, Mr. Johnson, has made a concerted effort to make sure that all students are getting the education that they deserve.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

The staff is involved with decision making, and the school as a whole is doing a better job of making decisions that are based on data. However, the leadership and the staff are committed to enhancing decision making by using data.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

This is in an emerging issue. However, the Visiting Team saw clear evidence of this staff making a commitment to develop and utilize effective assessments and to reflect upon the data found in the assessments.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The leadership of Green River High School has helped to develop and maintain a positive and inviting school where teachers, parents, students, and community members are a valued part of the organization. The master schedule reflects the unique needs of the school, while also making use of limited resources.



- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSs, and school improvement efforts?*

The Visiting Team saw evidence of the way in which the resources in this school align with school improvement. For example, resources are utilized for the Core Curriculum standards and the process of helping students to master the standards. The teachers review the Core standards and use those standards as the focus for everything that they do.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The school is making a concerted effort to enlarge the number of people from the community that participate at the school level. Great effort has been made by the principal to invite parents to participate at the school. This is a difficult task due to the number of parents who have shift work. However, the Visiting Team was impressed with the determination of the principal not to give up, and his commitment to keep inviting participation.

At the school level, there is a plethora of evidence of shared decision making that occurs on behalf of student learning. Teachers meet together formally and informally to discuss the learning needs of students. In addition, the staff feels very comfortable meeting with the principal and discussing learning issues.

### **Community Building:**

- a) *To what extent does the school foster community building and working relationships within the school?*

Given the problems which are within this school's boundaries (e.g., many single-parent families and a fairly low socioeconomic structure—43 percent of the students in this school are either on or are qualified for free lunch—varied job schedules, and the fact that most parents in dual-parent homes are both working), this school is making huge efforts to involve parents in extracurricular as well as curricular activities. Times for parent-teacher conferences have been changed to evenings rather than daytime in order to facilitate more parental involvement. School leaders have not given up trying to involve more and more parents in the community (even though it has been an ongoing battle).

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

Green River High School makes every effort to involve the community in student learning. Student grades are available online, and mailings are sent out with report cards and newsletters to the community. Flyers are posted in community businesses. Students from the school are involved in tutoring at the community center in the town of Green River, and they also volunteer to read with students. This school is attempting, in many ways, to “bring parents in.”

### **Culture of Continuous Improvement and Learning:**

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The leadership and staff have made efforts to enhance the capacity of teachers in the school. Teachers on the staff attend workshops, and many take courses online and through extension programs. Due to the location and size of the school, professional development is a challenge, but it is one the school is addressing.

The Visiting Team suggests that the staff produce a professional development plan that is based upon the school action plan.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

There is a culture of continuous improvement that permeates this school. Teachers on the staff are willing and interested in continuous improvement, for student learning and for themselves. The school leadership is supportive of teacher improvement, and great efforts are made to accommodate the needs of teachers to help them accomplish this endeavor.

## **CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI**

### **Standard I – Educational Program**

This standard is met. Green River High School, regardless of the small size, offer a variety of courses that meet core and elective requirements for graduation.

### **Standard II – Student Personnel Services**

This standard is met.

**Standard III – School Plant and Equipment**

This standard is met.

**Standard IV – Library Media Program**

This standard is met.

**Standard V – Records**

This standard is met.

**Standard VI – School Improvement (This is addressed in the self-study.)**

This standard is met.

**Standard VII – Preparation of Personnel**

This standard is met. Teachers who are not fully endorsed have letters of authorization or are involved in a State-Approved Endorsement Plan (SAEP) through the Utah State Office of Education.

**Standard VIII – Administration**

This standard is met.

**Standard IX – Teacher Load**

This standard is met.

**Standard X – Activities**

This standard is met. For a small school, Green River High School offers a wide variety of extracurricular activities. With a lack of entertainment opportunities, high school activities are very important to the community.

**Standard XI – Business Practices**

This standard is met

**CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN**

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

The schoolwide action plan is comprehensive and addresses critical needs in relationship to student learning. The follow-up aspects of the plan will be more relevant with more measurable outcomes and the specific names of people responsible for the actions required.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?*

There is a high level of commitment among the staff and leadership of the school to the action plan. The Visiting Team feels confident that the school will implement the plan.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

The follow-up process is sound. However, the Visiting Team reminds the leadership team that this plan must be the basis for allocation of school resources, scheduling, and professional development by staff members.

## **CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM**

### **Commendations:**

- The Visiting Team commends Green River High School for developing an honest school profile. This profile allows one to use accurate data to make decisions and to focus on important matters related to school improvement.
- The school is to be commended for following the *intent* of the process. They did not “jump through hoops.” Instead, the stakeholders of Green River High School looked at who they are and what their ideal is, and then developed an action plan to get there. This is what is needed when increasing levels of student achievement is the goal.
- The Visiting Team commends the school for developing an action plan that is focused on student achievement and that aligns with its mission, beliefs, and desired results for student learning.

- The Visiting Team commends Green River High School for its “laser-like” focus on the State Core Curriculum. It was evident to the Visiting Team that the school is a standards-based school and that there is a concerted effort to use the Core standards in curriculum design, instruction, and assessment.
- The Visiting Team commends the school on developing a positive school culture. Care and community are exhibited in this school. This was evident to the Visiting Team when students said that they have caring teachers who are willing to give of their time to help *every* student succeed. It was also evident from the behavior of students, the classroom instruction of the teachers, and the leadership of the principal.
- The Visiting Team commends Green River High School for its use of the Community Center, and for the number of students from the school who are involved as volunteer tutors at the center.

### **Recommendations:**

- The Visiting Team recommends that Green River High reexamine its DRSLs. The DRSLs themselves are appropriate. However, the number of indicators for each DRSL should be limited (“less is more”—more measurable). The Visiting Team also recommends that the school develop an assessment system for the DRSLs so that they are in the forefront of thought and deed, and so that it is known at what level of implementation they are.
- The Visiting Team recommends that the DRSLs be more explicit and visual to students and the community. The DRSLs should be posted prominently in every classroom, and should be utilized in disclosure statements and constantly referred to during instruction.
- The Visiting Team recommends that the school continue to invite parents to the table to participate in the education of their children. They will come, but Green River High has to keep inviting and give them reasons for being involved.
- The Visiting Team reminds Green River High that this is just the beginning. The Visiting Team recommends that the school continue to analyze data and continue to make data-based decisions on behalf of learning at this school.